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ABSTRACT

Considering the necessity to facilitate the optimal development of reading ability, and the cooperation of the community, family, school, student, and teacher, this paper presents Washington State's Essential Academic Learning Requirements in Reading as a way to encourage equal access to excellent reading instruction and opportunities to learn for all students. Four charts outline standards and benchmarks regarding: (1) understanding and using different skills and strategies to read; (2) understanding the meaning of what is read; (3) encouraging students to read different materials for a variety of purposes; and (4) setting goals and evaluating progress to improve reading. The four charts are divided into benchmarks for grades 4, 7, and 10. (SC)

Essential Academic Learning Requirements in
Reading.

Washington State Commission on
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Reading



INTRODUCTION TO READING

Reading for Today and Tomorrow - To facilitate the optimal development of reading ability, the cooperation of the community, family, school, student, and teacher is necessary. These cooperative efforts should contribute to an individual becoming a constructive member of society and enhance the likelihood of becoming an active lifelong reader. The written word is important to the understanding of cultural heritage and to the acquisition of knowledge about the world. Hence, we must ensure equal access to excellent reading instruction and opportunities to learn for all students.

What Is Reading? - Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. It is fundamental to literacy.

Essential Academic Learning Requirements in



READING

1. The student understands and uses different skills and strategies to read.

To meet this standard, the student will:

- 1.1 use word recognition and word meaning skills to read and comprehend text
such as phonics, context clues, picture clues, and word origins; roots, prefixes, and suffixes of words
- 1.2 build vocabulary through reading
- 1.3 read fluently, adjusting reading for purpose and material
- 1.4 understand elements of literature -- fiction
such as story elements, use of humor, exaggeration, and figures of speech
- 1.5 use features of non-fiction text and computer software
such as titles, headings, pictures, maps, and charts to find and understand specific information

2. The student understands the meaning of what is read.

To meet this standard, the student will:

- 2.1 comprehend important ideas and details
- 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas
- 2.3 think critically and analyze authors' use of language, style, purpose, and perspective

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3. The student reads different materials for a variety of purposes.

To meet this standard, the student will:

- 3.1 read to learn new information
such as reading science and mathematics texts, technical documents, and for personal interest
- 3.2 read to perform a task
such as using schedules, following directions, filling out job applications, and solving problems
- 3.3 read for literary experience
in a variety of forms such as novels, short stories, poems, plays, and essays to understand self and others
- 3.4 read for career applications

4. The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

- 4.1 assess strengths and need for improvement
- 4.2 seek and offer feedback to improve reading
- 4.3 develop interests and share reading experiences

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READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

1. The student understands and uses different skills and strategies to read.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
1.1 use word recognition and word meaning skills to read and comprehend text		
apply phonetic principles to read including sounding out, using initial letters, and using common letter patterns to make sense of whole words		
use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations	◆ use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations	◆ use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations
use meaning, context, and pictures to comprehend story	integrate appropriate reading strategies to adapt reading to different types of text	◆ integrate appropriate reading strategies to adapt reading to different types of text
identify and discuss reading strategies including working out unknown words, self-correcting, and re-reading when necessary to comprehend	use a variety of reading strategies to comprehend words and ideas including self-correcting, re-reading, reading-on, and slowing down	readily use a variety of strategies to comprehend words and ideas in complex texts including self-correcting, re-reading, reading-on, and slowing down
	understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading	◆ understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading
	analyze text for a specific purpose	synthesize information when reading from a variety of sources
	interpret general and specialized vocabulary critical to the meaning of the text	identify technical and specialized terms and determine meaning of multiple meaning words
1.2 build vocabulary through reading		
build reading vocabulary by interpreting context clues and using dictionaries, glossaries, and other sources	construct general and specialized vocabularies through reading and specific fields of academic study <i>such as science, social studies, mathematics, and the arts</i>	examine and increase vocabularies relevant to different contexts, cultures, and communities
1.3 read fluently, adjusting reading for purpose and material		
read familiar text with ease	read both orally and silently with ease	read fluently focusing on text details when necessary to maintain meaning
read word by word or line by line when incorporating new skills or reading new materials	adjust reading pace to accommodate the form, style, and difficulty of material and purpose of reading; sample text rather than focusing on every detail	read at different speeds, using scanning and/or careful reading as appropriate

READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

Reading - Essential Academic Learning Requirement 1 (Continued)

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
1.4 understand elements of literature -- fiction		
identify literary devices (figurative language and exaggeration)	identify literary devices (figurative language, exaggeration, irony, humor, dialogue)	identify literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood)
understand sentence structure, paragraphs, and chapters	◆ understand sentence structure, paragraphs, and chapters	◆ understand sentence structure, paragraphs, and chapters
understand story elements (plot, characters, setting, point of view, problem, solution)	analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)	◆ analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution)
1.5 use features of non-fiction text and computer software		
find and sort information for a specific topic or purpose	locate specific information to pursue an interest or complete a project; analyze the validity of electronic information	read, analyze, and use informational materials to demonstrate understanding and expertise; analyze the validity of electronic information
locate and use text organizers (title, headings, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.)	use organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, etc.)	use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces, appendices, captions, citations, endnotes, etc.)
recognize organizational features of electronic information <i>such as pull-down menus, key word searches, icons, etc.</i>	use organization features of electronic information (microfiche headings and numberings, cd-rom, internet, etc.)	use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)

READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

2. The student understands the meaning of what is read.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
2.1 comprehend important ideas and details		
demonstrate basic comprehension of the content of literary, informational, and task oriented texts <i>such as plays, newspaper articles, and instructions</i>	demonstrate comprehension of complex texts including fiction, non-fiction, information, and task-oriented texts	demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition
demonstrate comprehension of the main idea and supporting details; summarize ideas in own words	readily identify and comprehend the main idea and supporting facts and details; summarize ideas in own words	summarize the main idea and supporting facts and details with evidence from reading
connect previous experiences and knowledge when reading to understand characters, events, and information	link characters, events, and information to prior knowledge, previous experience, and current issues to increase understanding	use prior knowledge of issues, characters, events, and information to examine texts and extend understanding
make inferences and predictions based on the reading text	make, confirm, or revise predictions and inferences based on the reading text	synthesize ideas from selections to make predictions and inferences about various texts
2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas		
find similarities and differences in stories; understand relationship between parts of a text or between two simple texts	compare, contrast, and make connections within and among several texts	critically compare, contrast, and connect ideas within and among a broad range of texts
use logical sequence to accurately retell stories; order and/or sequence parts of text	♦ use logical sequence to accurately retell stories; order and/or sequence parts of text	♦ use logical sequence to accurately retell stories; order and/or sequence parts of text
2.3 think critically and analyze authors' use of language, style, purpose, and perspective		
separate fact from opinion	evaluate the validity of what is read	draw conclusions based on the validity and accuracy of what is read
recognize different purposes and styles for writing	recognize that authors make language choices to influence an audience	explain how an author uses language to influence different audiences
	evaluate an author's effectiveness for a chosen audience	analyze and evaluate authors' effectiveness for different audiences
	recognize the author's point of view, tone, and use of persuasive devices	detect bias, stereotype, over generalization, association, and other devices used by the author to influence an audience
apply information gained from reading to give a response and express insight	♦ apply information gained from reading to give a response and express insight	♦ apply information gained from reading to give a response and express insight
	make generalizations beyond the text to other texts, ideas, or situations	analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts
	evaluate reasoning and ideas related to a text	analyze, interpret, and evaluate reasoning and ideas related to multiple texts

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READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

3. The student reads different materials for a variety of purposes.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
3.1 read to learn new information		
observe and use signs, labels, and instructions locate and use a variety of resource materials	♦ observe and use signs, labels, and instructions evaluate the appropriateness of a variety of resource materials for a specific task	♦ observe and use signs, labels, and instructions organize information from resource materials and communicate findings effectively
select resources to answer a question or solve a problem	understand and use materials to investigate a topic (reference materials, encyclopedia, manuals, public documents, newspaper and magazine articles, trade publications, etc.)	locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)
	read and comprehend a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)	read, analyze, and interpret a full range of texts fluently (instructions, news articles, poetry, novels, short stories, professional-level materials that match career or academic interests, electronic information, etc.)
3.2 read to perform a task		
read information and perform tasks for a variety of real-life purposes (schedules, recipes, instructions, etc.)	read and understand information to perform a specific task (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid manuals, catalogs, yellow pages, etc.)	understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid or other manuals, catalogs, yellow pages, credit card or job applications, legal documents, etc.)
3.3 read for literary experience		
read, respond to, and evaluate a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.)	♦ read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)	♦ read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)
read a variety of literature representing different cultures, perspectives, and issues	read, discuss, and use literature to understand a variety of perspectives of self, others, and world issues	read critically to analyze, compare and contrast works of various authors and to understand multiple perspectives and issues of self, others, and world issues
understand different views of family, friendship, culture, and tradition found in literature	identify recurring themes in literature <i>such as identity, conflict and struggle, and social and economic change</i>	analyze recurring themes in literature <i>such as human interaction, identity, conflict and struggle, and economic change</i>
3.4 read for career applications		
identify the kinds of documents one might be required to read in a career setting	identify particular documents one might be required to read for occupational/career areas of interest	identify particular reading skills required for occupational/career areas of interest
read and interpret non-technical documents from career settings <i>such as memos, directories, and schedules</i>	locate and interpret technical and non-technical documents from different career settings <i>such as blueprints, graphs, tables, and policies</i>	use appropriate reading strategies for interpreting technical and non-technical documents from different career settings <i>such as scanning, finding specific information, and inferring from data</i>

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READING ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

4. The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

BENCHMARK 1 - GRADE 4	BENCHMARK 2 - GRADE 7	BENCHMARK 3 - GRADE 10
4.1 assess strengths and need for improvement		
use strategies to monitor reading progress and to overcome reading difficulties with guidance from the teacher	use a variety of strategies to monitor reading progress and to overcome difficulties	solve problems, monitor progress, and direct own reading
set reading goals; ask questions and make predictions prior to and during reading	set reading goals and develop strategies to meet goals and monitor progress	set goals and take individual responsibility to form a plan for improvement
4.2 seek and offer feedback to improve reading		
use agreed upon standards to improve reading skills <i>such as fluency, vocabulary, and comprehension</i> for self and others	develop shared standards and evaluate reading skills <i>such as fluency, comprehension, and text choice</i> for self and others	apply academic and technical standards to evaluate and improve reading for self and others
4.3 develop interests and share reading experiences		
select favorite authors, subjects, and books and share with others	express reasons for recommending books to others; share reading experiences with others	share knowledge gained through reading with others

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